REPORT DOCUMENTATION PAGE

Form Approved
OMB No. 0704-0188

1. REPORT DATE *(DD-MM-YYYY)*	2. REPORT TYPE	3. DATES COVERED *(From - To)*
22 02 2010	Master of Military Studies Research Paper	September 2009 - April 2010

4. TITLE AND SUBTITLE
Building an Aircraft Carrier Training Officer: What Skill Sets Are Needed?

5a. CONTRACT NUMBER
N/A

5b. GRANT NUMBER
N/A

5c. PROGRAM ELEMENT NUMBER
N/A

6. AUTHOR(S)
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5d. PROJECT NUMBER
N/A

5e. TASK NUMBER
N/A

5f. WORK UNIT NUMBER
N/A

7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES)
USMC Command and Staff College
Marine Corps University
2076 South Street
Quantico, VA 22134-5068

8. PERFORMING ORGANIZATION REPORT NUMBER
N/A

9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES)
N/A

10. SPONSOR/MONITOR'S ACRONYM(S)
N/A

11. SPONSORING/MONITORING AGENCY REPORT NUMBER
N/A

12. DISTRIBUTION AVAILABILITY STATEMENT
Unlimited

13. SUPPLEMENTARY NOTES
N/A

14. ABSTRACT
A prospective Training Officer should report on board an aircraft carrier fully trained and possessing the required skills sets that will fully enhance his/her ability to train and execute both the crew and airwing personnel within the ship's training cycle and ultimate deployment mission. This paper identifies 11 skills sets required for a prospective Training Officer to be successful.

15. SUBJECT TERMS
Aircraft Carrier; Training Officer

16. SECURITY CLASSIFICATION OF:

17. LIMITATION OF ABSTRACT	18. NUMBER OF PAGES
UU	

19a. NAME OF RESPONSIBLE PERSON
Marine Corps University / Command and Staff College

a. REPORT	b. ABSTRACT	c. THIS PAGE
Unclass	Unclass	Unclass

19b. TELEPONE NUMBER (*Include area code*)
(703) 784-3330 (Admin Office)

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Marine Corps Combat Development Command
Quantico, Virginia 22134-5068

MASTER OF MILITARY STUDIES

TITLE: Building an Aircraft Carrier Training Officer: What Skill Sets Are Needed?
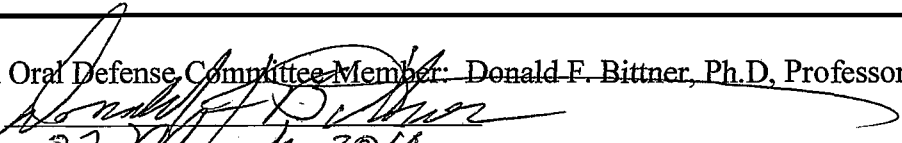
SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF
MASTER OF MILITARY STUDIES

AUTHOR: Lieutenant Commander Grover N. Craft, Jr., United States Navy

AY 09-10
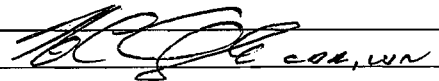
Mentor and Oral Defense Committee Member: Donald F. Bittner, Ph.D, Professor or History
Approved: _____
Date: _____22 March 2010_____

Oral Defense Committee Member: _____

Approved: _____
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Executive Summary

Title: Building an Aircraft Carrier Training Officer: What Skill Sets Are Needed?

Author: Lieutenant Commander Grover N. Craft, Jr., United States Navy

Thesis: A prospective Training Officer should report on board an aircraft carrier fully trained and possessing the required skills sets that will fully enhance his/her ability to train and educate both the crew and airwing personnel within the ship's training cycle and ultimate deployment mission.

Discussion: On board an aircraft carrier, the training and education of the crew falls under the Training Officer billet. The Commanding Officer of an aircraft carrier places tremendous responsibility on the Training Officer. Therefore, upon reporting on board, he/she needs to be fully trained and ready to function. This paper will provide recommended skills sets that will fully enhance the prospective Training Officers ability to train and educate the aircraft carrier's crew and embarked airwing personnel to meet the training cycle and ultimate deployment mission.

There are several areas of study that a prospective Training Officer must possess in order to become an immediate asset to a command. Navy Enlisted Classification (NEC) and School Management are the two most important skills sets a prospective Training Officer should possess. The Training Officer in the course of his/her duties will spend a consider amount of time in the pursuit of monitoring and controlling these two areas of responsibilities. Additional skill set areas that should be considered during the prospective Training Officer's pipeline are knowledge of Tailored Ship's Training Availability/Final Evaluation Problem (TSTA/FEP), Fleet Training, Management and Planning System (FLTMPS), CV-SHARP, Competitive Exercises (COMPEXs) and Fleet Exercises (FXPs), Battle "E" competition, Status of Resources and Training System (SORTS)/Defense Readiness Report System – Navy (DRRS-N) (training portion), Temporary Additional Duty (TAD) budgeting, Defense Travel System, Advancement Procedures, and Educational Services Office (ESO) testing and guidance.

Conclusion: In order for the prospective Training Officer to be fully effective upon stepping on board an aircraft carrier, the Detailer must commit to ensuring the training pipeline for carrier Training Officers have the required skills set training incorporated in their Permanent Change of Station orders enroute to the ship. These skills sets will set the stage for the carrier Training Officer's success.

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PREFACE

On board an aircraft carrier, the training and education of the crew falls under the Training Officer billet. The Commanding Officer of an aircraft carrier places tremendous responsibility on the Training Officer; therefore, upon reporting on board, he/she needs to be fully trained and ready to function. This paper explores recommended skill sets that will fully enhance the prospective Training Officer's ability to train and educate the aircraft carrier's crew and embarked airwing personnel to meet the training cycle and ultimate deployment mission. As a prior Personnel Officer on board a cruiser and an aircraft carrier, as well as a tour as a Training Officer on board the USS DWIGHT D. EISENHOWER (CVN 69), I have had first-hand knowledge of the required skill sets needed to be successful in this challenging assignment.

There are several areas of skill and knowledge that a prospective Training Officer needs to have and comprehend so as to become an immediate asset to a command. As a prior carrier Training Officer, I found that Navy Enlisted Classification (NEC) and School Management are the two most important skill sets a prospective Training Officer ideally must, possess. The Training Officer in the course of his/her duties will spend a considerable amount of time in the pursuit of monitoring and controlling these two areas of responsibilities. Additional skill set areas that should be considered during the prospective Training Officer's pipeline are knowledge of Tailored Ship's Training Availability/Final Evaluation Problem (TSTA/FEP), Fleet Training, Management and Planning System (FLTMPS), CV-SHARP, Competitive Exercises (COMPEXs) and Fleet Exercises (FXPs), Battle "E" competition, Status of Resources and Training System (SORTS)/Defense Readiness Report System (DRRS-N) (training portion), Temporary Additional Duty (TAD) budgeting, Defense Travel System, Advancement Procedures, and Educational Services Office (ESO) testing and guidance.

Two areas of this paper not addressed in detail are permanent manning billets within a training department and where funding is to be obtained for permanent change of station enroute training for prospective aircraft carrier Training Officers. In order to give these two areas the respect they deserve, each would require a separate research project.

During the course of researching and writing this paper I would like to thank a few people that have played a significant contribution role in the completion. First, I would like to thank Admiral Moira Flanders whose mentoring has been invaluable. I would like to thank Captain Dee Mewbourne and Captain Ted Williams from the USS DWIGHT D. EISENHOWER; as their carrier Training Officer, these two men pushed me harder than I ever thought I could go and as a result have made me a better Sailor and Human Resource Officer. I would also like to thank Dr. Donald Bittner for his guidance and recommendations with this paper. His advice has truly made this a better paper. Finally, and in particular, I want to thank my wife, Donna, for her support during the course of writing this paper. She has been my editor-in-chief and overall sounding board. I would not have been able to complete this paper without her.

Brief History and Description of Training Officer Billet

The Training Officer job on board an aircraft carrier has evolved over the last 20 years from a General Support Officer serving as the Training Officer to now being a Human Resource Officer serving in this "crown jewel" billet for the Human Resource community. The Training Officer billet on an aircraft carrier is a Department Head position and thus the officer holding it works hand-in-hand with the other shipboard department heads.[1] The Human Resource (HR) (1200 designation) officer community provides for the filling of this billet for all aircraft carriers. Training Officers for other classes of ships such as LPHs, LHDs, cruisers, destroyers, frigates, etc are collateral duty assignments for officers on board. Additionally, the officer selected as an aircraft carrier Training Officer position is filling his milestone billet. As a milestone billet, the Training Officer's job on an aircraft carrier is considered an Executive Officer equivalent billet assignment, hence a career enhancing posting. Appendix E reflects the "Business Rules" for the HR Milestone Board and selection process.

Per the Activity Manning Document (AMD) for all the aircraft carriers (except for the USS GEORGE H. W. BUSH (CVN 77)), the Educational Services Officer (ESO) is also assigned to the Training Department.[2] Appendix's A and B provide an overview of the officer and enlisted manning assigned to the Training Department for all aircraft carriers. Note: this manning picture does not account for inter-departmental assignments for brief periods to the Training Department). The ESO is a Limited Duty Officer (LDO) 6410 and works directly for the Training Officer.

Currently, as part of a prospective Training Officer's Permanent Change of Station (PCS) orders pipeline, he/she is assigned Temporary Duty (TEMDU) to the Afloat Training Group (ATG) in Norfolk, Virginia or in San Diego, California, and Commander, U.S. Air Force,

Atlantic (COMNAVAIRLANT) in Norfolk, Virginia or Commander, U.S. Air Force, Pacific (COMNAVAIRPAC) in San Diego, California. Further discussion of these TEMDU assignments and other TEMDU recommendations will be addressed further in this paper.

The Training Officer is responsible for the training of the aircraft carrier's crew. This includes developing drills, planning and execution of training requirements during the aircraft carrier's "training cycle", execution of the Navy's advancement testing, budget management of the ship's Temporary Additional Duty (TAD) program, and Coordinator of the ship's Integrated Training Teams. Other administrative duties include, Defense Travel System Coordinator, Government Travel Card Coordinator, Command School of Ship Coordinator (this is the coordinator for the two-week ship board indoctrination course that all crew members attend), as well as the day-to-day operations within the Training Department.[3]

Enlisted personnel assigned to the Training Department are "temporary assigned" billets from other departments. Assignment lengths range from six months to one year. This tends to provide further challenges associated with continuity and job scope expertise. Further review of a permanent billet structure within the Training Department is beyond the scope of this paper; however, providing Master Training Specialist should be included in the research of this proposed billet structure.

The Human Resource community officer corps is broken down into five career tracks (Human Resource General, Human Resource Management, Human Resource Development, Human Resource Requirements, and Human Resource Recruiting Career tracks). Within in each of these career tracks, the Human Resource officer's skills are best utilized for the needs of the Navy. Appendix C reflects these five career tracks within the Human Resource Officer community. Normally, a Training Officer will be in the "Development" career path.

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Skill Sets

Webster's dictionary defines the word "skill" as "great ability and proficiency."[4] To be an

effective Training Officer on board an aircraft carrier, an officer possessing these traits cannot be

overstressed. In order for a aircraft carrier Training Officer to be fully prepared and ready to

meet the challenges of a demanding training cycle, deployment, and the day-to-day operations of

an effective Training Department, the following are recommended skill sets that every

prospective Training Officer **should possess or receive training in prior** to reporting on board:

- NEC and School Management,

- Familiarization of the Tailored Ship's Training Availability (TSTA) and Final Evaluation Problem (FEP) phases of the training cycle,

- Ability to use CV-SHARP efficiently and effectively,

- Understanding of Competitive Exercises (COMPEXs), Fleet Exercises (FXPs), Battle "E" competition procedures and tracking,

- Knowledge in preparation of the training Status of Resources and Training System (SORTS) message/Defense Readiness Reporting System (DRRS-N),

- Temporary Additional Duty (TAD) Budget management knowledge,

- Expertise in the Defense Travel System and finally,

- An understanding and familiarization of the Navy's advancement and education programs (as administered on the aircraft carrier).

Each of these skills sets will be discussed further within the content of this paper.

Expectations

The skill sets which are discussed within this paper specifically were addressed to the

Commanding Officer and Executive Officer on board USS DWIGHT D. EISENHOWER (CVN

69) to solicit their opinion regarding a fully trained Training Officer. Captain Ted Williams, the

Executive Officer on board the EISENHOWER, responded that, "he wished these skill sets were

learned and ready to be applied day one upon arrival. It is too hard a job and to important to take 2-3 months to figure out."[5] As discussed further with Captain Williams, this sentiment was also the opinion of the other aircraft carrier Executive Officers. Captain Dee Mewbourne, the Commanding Officer on board the EISENHOWER, addressed the skill sets outlined in this paper, "the training program outlined is wonderful and for the sake of future Training Officers and aircraft carriers that it gets some traction."[6] Additionally, LCDR Cheryl D'Andrea, a new Training Officer with no real shipboard experience serving on board the USS HARRY S. TRUMAN (CVN 75), thought the skill sets outlined below, "would have been a tremendous advantage to her if she had received the proper training enroute."[7] However, LCDR D'Andrea did add that the skill set for CV-SHARP would not have applied to her because CV-SHARP on the TRUMAN is the responsibility of the Operations Department. The TRUMAN is not unique in that CV-SHARP falls under the Operations Department. This issue will further be discussed under the "CV-SHARP" section of this paper.

NEC Management

The Navy Enlisted Classification (NEC) Manual defines NEC Management as "a structure that supplements the enlisted ratings, identifying a non-rating wide skill/knowledge/aptitude/qualification that must be documented by both people and billets for management purposes."[8] NEC Management is critical to ensuring a command has the right personnel in the right jobs with the required education and training. The ability to understand NEC Management will also ensure commands are not spending money on sending a Sailor to a school when, in fact, the command may have another Sailor with the NEC but who is not being utilized correctly. Working with the Personnel Officer, the Training Officer should have an elementary understanding, if not be knowledgeable, of every NEC on board.

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This is a daunting challenge but the dividend of having the command's readiness at 100% is crucial. By the Training Officer tracking NECs, he/she can accurately forecast what schools are immediately needed to fill present and future needed NEC requirements for the ship. In addition, the Training Officer can ensure PCS Sailors enroute to the ship have the proper schools, which ultimately assist with TAD budget funds. The Training Officer can accomplish this through coordination and communication with the prospective Sailor's individual Rating Assignment Detailer who originally cut the PCS orders. Additionally, as part of NEC Management, having an understanding and the ability to read an EDVR and AMD will be invaluable to the Training Officer. The Enlisted Distribution and Verification Report User's Manual (EDVRMAN) and Manual of Total Force Manpower Policies and Procedures are two essential sources for obtaining information and guidance on reviewing and understanding the command's EDVR and AMD. Currently these two manuals are not required items in a Prospective Training Officer's library; however, in reality they should be required.

A recommendation to improve a Training Officer's ability to understand and manage the NECs on board their assigned aircraft carrier would be to include a week at the Navy Manpower Analysis Center (NAVMAC) in Millington, TN. There currently is no Training Officer NEC course; however, it would benefit the Fleet if NAVMAC could create such a course that would give a prospective Training Officer an understanding of the NEC process. With this, he/she would be able to report on board fully prepared to take on the NEC Management challenge. This course could be either resident or on-line but having the course either way would be a tremendous asset to a prospective Training Officer. The knowledge a prospective Training Officer could acquire from NAVMAC would in invaluable. The key functions of NAVMAC are the following:

- Provide OPNAV support in developing policy & procedure for Navy manpower,

- Determines and validates fleet manpower requirements,

- Provide analysis for N12 oversight of Navy shore manpower requirements,

- Provide consulting services in manpower managements to claimants, resource sponsors and other OPNAV offices,

- Perform manpower analysis and work studies as directed by CNO,

- Assist Warfare Sponsors in developing Required Operational Capability/Projected Environment (ROC/POE) Documents, and

- Develop Navy Occupational Standards and Occupational Classifications.[9]

These functions will provide the prospective Training Officer an understanding of not only NEC Management but of the manpower/billet process. Additionally, by NAVMAC creating a Training Officer NEC course, these key functions could be stressed and their importance emphasized, thereby empowering a prospective Training Officer with the knowledge needed to excel at his/her assignment.

School Management

As important as NEC Management is to the accurate training posture of an aircraft carrier, the proper management of schools is just as important. Actually, NEC and School Management go hand-in-hand. To a certain degree, a Training Officer has to be the resident expert for required schools (both _funded_ and _unfunded_). As clarification, normally a school _within the geographic_ area of the ship is considered unfunded and schools _requiring travel and per diem_ are classified as _funded_ schools. The Training Officer will need to be fully engaged as to whether a required school is an actual "requirement" or is simply a "nice to have" school.

Additionally, efficient school management can pay huge dividends with the ship's TAD Budget Management. A Training Officer that can stop the improper sending of Sailors to

schools that are not actually required, or in cases where other Sailors have already attended the school and are filling the ship's requirement, can be an invaluable asset to the ship.[10] The unique skill and ability to accurately monitor school requirements will allow other deserving Sailors to attend the schools that the ship actually needs as well as having TAD money readily available.

A Training Officer needs to be fully engaged with the Center for Personnel and Professional Development (CPPD) in Norfolk, VA or San Diego, CA (as applicable to the east/west coast fleets) for possibly obtaining required quotas for unfunded schools. The mission of CPPD's is "to develop the Navy's workforce by providing education and training opportunities that build personal, professional, and leadership competencies in support of mission readiness. As a center of Excellence, CPPDs inspires Sailors, their families, and DoD personnel to unparalleled levels of personal and professional achievement."[11] The Training Officer can receive a listing from CPPD of unfunded school quotas within the geographic area of the ship. Also, by the Training Officer knowing quota control procedures, he/she can work with all the departments on board the aircraft carrier to meet their school requirements. Hence, one valuable source to assist the Training Officer with School Management is through the Center for Personnel and Professional Development (CPPD).

To improve the Training Officer's knowledge and understanding would be to include in the prospective Training Officer's PCS pipeline, a TEMDU stop at CPPD (east/west coast as appropriate) for one day. As stated above in CPPD's mission statement, CPPD would give a prospective Training Officer an understanding of the support opportunities CPPD could provide which ultimately will enhance the training readiness for the ship.

Tailored Ship's Training Availability (TSTA) and Final Evaluation Problem (FEP)

Two key evolutions in which the Training Officer needs to be intricately involved are the TSTA and FEP phases of the aircraft carrier's training cycle. TSTA is defined as, "to give the crew a solid foundation of unit-level operating proficiency and to develop or enhance the ship's ability to self-train following completion of the unit phase."[12] FEP is defined as, "a two day event and represents the culmination of the unit level phase of training and evaluates the ship's within the lifelines ability to conduct combat missions, support functions and survive complex casualty control situations."[13] An understanding from the initial scheduling of assets with the Strike Group staff to building drill packages for these two events are critical to the ship's success during its training cycle.[14] The Training Officer will be viewed as the resident expert for these two events and it is paramount that he/she has a complete and thorough understanding of them.

Two sources to assist the Training Officer for these two evolutions are the Afloat Training Group (ATG) in Norfolk or San Diego and Commander, U.S. Air Forces Atlantic (COMNAVAIRLANT) or Commander, U.S. Air Forces Pacific (COMNAVAIRPAC). The Carrier Liaison Officer at ATG is an invaluable point of contact and is readily available to prospective and current Training Officers. Also, the support from the Training Shops at COMNAVAIRLANT and COMNAVAIRPC can also assist during the TSTA and FEP phases, particularly in the interpretation of the COMNAVAIRLANT instruction "Aircraft Carrier Training and Readiness Manual, 3500.20B.

The prospective Training Officer can gain further guidance and education for the TSTA and FEP portions of the aircraft carrier's training cycle by having an extended TEMDU to ATG from only one week to a two or three week TEMDU. During this extended TEMDU, the prospective Training Officer could accompany the ATG staff on board an aircraft carrier while

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the crew goes through its TSTA and/or FEP phases. By so doing, first hand understanding of the process would be acquired. Additionally, this would allow the prospective Training Officer an opportunity to observe how drill packages are prepared, as well as the scheduling challenges for the TSTA and FEP phases. The HR Detailer or the Carrier Liaison Officer, who will be addressed later in this paper, would have to have exemplary communication with ATG to coordinate the proper timing for a prospective Training Officer to gain the effective training.

FLTMPS

Fleet Training, Management and Planning Systems (FLTMPS) is a valuable manpower and personnel tool that can be extremely useful, particularly with NEC and school management. As a Training Officer, this tool gives immediate access to data from 30 legacy systems.[15] The integration of these 30 legacy systems allows the Training Officer to go to a one-shop stop to get the answers he/she needs regarding training issues. Additionally, there are numerous reports that a Training Officer can generate to further assist with training and education. There is an education section within FLTMPS that can generate reports to assist the ESO in preparing for the Navy wide examinations. FLTMPS data can be used to build a statistical overview of the command with regards to meeting training requirements, as well as providing the ability to locate available quotas for schools within the area and outside the area in order to bring training (schools and NECs) requirements to 100 percent.

Currently there is not a specific school for FLTMPS training. The Afloat Training Group conducts a training session on FLTMPS whenever Training Officers have ATG as part of their PCS pipeline; however, it does not provide the high degree of instruction needed by a prospective Training Officer who has never used FLTMPS. Mr. Loreta Jose Cables, FLTMPS Data and Training Analyst at Fleet Forces Command, has stated that training can be done "on

location" or through "electronic methods."[16] When the prospective Training Officer attends the training at ATG, he/she should be given the application and all POCs to contact in order to receive an account and the required training. By the Training Officer having FLTMPS access and the proper training to effectively use the system, the Training Officer would also be able to assist the Personnel Officer with the required Pre-Deployment Personnel Manning Assistance Report (PERSMARs). This will also ensure improve tracking and training readiness.

A recommendation for the Human Resource community would be to create a FLTMPS course and make it a PCS pipeline school. This could possibly be an online course but it would have to have a very comprehensive User Manual. The one issue with FLTMPS is that it can be used by all Human Resource Officers. Therefore, even HR officers not assigned as aircraft carrier training officers would benefit from the course.

CV-SHARP

The CV-SHARP database was created as a tool that can be utilized by aircraft carrier leadership as well as external leadership to assess the training readiness of the ship. As a carrier Training Officer, this data can be invaluable in making decisions on drills, training, and school requirements. Specifically, CV-SHARP provides the following with regards to the ship's training posture:

    a. "Provide a tool set for planning, scheduling and managing operational training on the carrier"

    b. "Record and report Carrier Operational Training activities over the FRP"

    c. "Provide a more meaningful metric for Operational Training Accomplishment (OTA)"

    d. "Provide a phase based metric for OTA – OTA compared to a standard over the FRP"

    e. "Base OTA (previously referred to as Training Readiness) on individual training"

f. "Provide the capability to predict OTA based on available resources and a schedule of training events"

g. "Report carrier training to DRRS-N"[17]

Because the CV-SHARP system is tied into training and exercises that the aircraft carrier must do, it is imperative that the prospective Training Officer have a fully comprehensive understanding of this valuable system. The aircraft carriers training readiness will be linked with CV-SHARP by the end of 2010.[18] As a note, the leadership of 7 of 11 aircraft carriers have opted to have CV-SHARP coordinated through their Operations Department.[19] By having a prospective Training Officer report on board fully trained on the CV-SHARP system, he/she can immediately become the resident expert for CV-SHARP and therefore allow CV-SHARP to remain or be moved to the Training Department for coordination. Additionally, as a Department Head on the aircraft carrier, an understanding of the CV-SHARP system will allow the prospective Training Officer to provide immediate feedback and guidance to other Department Heads to ensure CV-SHARP is fully utilized to its maximum usage.

It is recommended that a prospective Training Officer be assigned TEMDU for a minimum of one-week to the Training Shop at COMNAVAIRLANT or COMNAVAIRPAC, depending on the coast the prospective Training Officer will be assigned to an aircraft carrier, to receive training on CV-SHARP. A formal CV-SHARP course is currently being developed to be taught by CV-SHARP Fleet experts and programmers.[20] Once the course is operational, both current and prospective Training Officers can attend, as well as ship's crew members that are responsible for maintaining the CV-SHARP database within their respective departments.

Competitive Exercises (COMPEX) and Fleet Exercises (FXP)

The tracking of COMPEXs and FXPs are critical to the accurate monitoring of the aircraft carrier's training readiness. The prospective Training Officer's knowledge and

understanding of what COMPEXs and FXPs are necessary to enable him/her to be the driving force in maintaining the highest level of readiness. Additionally, a Training Officer that has a strong understanding of the required COMPEXs can also track and predict how the aircraft carrier is doing when competing for the yearly Battle "E" Award. The Battle "E" Award is "designed to measure and recognize the level of battle efficiency attained by each department and each Naval Air Force carrier during the competitive cycle, so that those achieving a prescribed level of excellence are recognized."[21] One aircraft carrier from each coast is awarded the Battle "E" Award.[22] COMPEXs and FXPs are a major part of the grading criteria. The tracking of the required FXPs will also directly impact the M-Rating and overall training readiness of the aircraft carrier.[23] Knowledge of required FXPs will allow the Training Officer to work directly with the Carrier Strike Group Staff for identification and usage of required assets (e.g. other surface ships and/or aircraft) in order to complete their FXPs.

When the prospective Training Officer is TEMDU to COMNAVAIRLANT as part of the Training Officer's PCS pipeline, the COMNAVAIRLANT/COMNAVAIRPAC Training Team needs to spend one full day on COMPEXs and FXPs. A minimum of one full day on these two topics will give the prospective Training Officer a better understanding of his/her responsibility in scheduling and training of these events.

Battle "E" Competition

A prospective Training Officer reporting on board should have complete knowledge of the requirements that departments and the aircraft carrier must meet to earn Departmental Battle "E" Awards, as well as the Battle "E" Award for the ship as a whole. The Departmental Battle "E" Awards ultimately determines the aircraft carrier's overall score during competition with the other aircraft carriers for the Battle "E" Award.

As a recommendation, when the prospective Training Officer is TEMDU to COMNAVAIRLANT/COMNAVAIRPAC as part of the prospective Training Officer's PCS pipeline, he/she should check-in with all appropriate office codes that will be providing COMNAVAIRLANT/COMNAVAIRPAC Training Shop's with departmental scores for computing the ship's Battle "E" score (i.e. Medical and AIMD shops). An aircraft carrier can have 15 departments.

SORTS (Training Portion)

An element of the Training Officer's job is his monthly submission of the SORTS (Training portion) message. In order for the prospective Training Officer to be fully trained to prepare this message, he/she needs to be very familiar with the Type Commander's Readiness Management System (TRMS) system.[24] As well as tracking the completion of FXPs, the TRMS system can provide the Training Officer with statistical data to allow him/her to accurately project future M-Ratings for training. Meticulously inputting data into the TRMS database system will allow for accurate generation of statistical data (for future training forecasting) and the monthly training SORTS message. The Readiness Shop at Fleet Forces Command is a great source for statistical readiness data.

The prospective Training Officer's PCS training pipeline should include a TEMDU stop to Fleet Forces Command (Readiness Shop), for a minimum of one day. This TEMDU assignment would allow the prospective Training Officer to receive training on TRMS, as well as the Defense Readiness Report System-Navy (DRRS-N) (the new readiness tracking system). This new readiness system will be similar to TRMS, in that it will provide the Navy, Fleet and the aircraft carrier leadership (e.g. CNO, Fleet Forces, Strike Group Commander) a review of training shortfalls, as well as where training is strong. Additionally, the prospective Training

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Officer would have a clear understanding on how the data from the monthly readiness message is used to brief the Fleet Forces leadership. With this knowledge, the Training Officer could brief his/her own aircraft carrier's leadership (e. g. Commanding Officer, Executive Officer and Department Heads) in a similar fashion.

TAD Budget Management

TAD Budget Management is a key skill a Training Officer must have for a successful tour. While preparing, maintaining and monitoring the annual TAD budget, and taking into account NEC and school management, the Training Officer will be able to forecast an accurate budget for the following year. As the Comptroller for approximately a $1 million ship's TAD travel budget, [25] he/she will have to monitor and track every dollar for optimum training for the aircraft carrier. Preparing and maintaining a flexible budget is a challenge in itself but one that can be easily accomplished with proactive communication with the COMNAVAIRLANT/COMNAVAIRPAC TAD Shop. The COMNAVAIRLANT/COMNAVAIRPAC TAD Shop controls the distribution of the ship's TAD funds, so an open communication with this shop will allow a Training Officer to always know the status of his future budget funding.

The prospective Training Officer should thus spend, at a minimum, one full day with the COMNAVAIRLANT/COMNAVAIRPAC TAD Shop. Spending time and receiving feedback from the COMNAVAIRLANT/COMNAVAIRPAC TAD Shop will provide the prospective Training Officer an understanding of the TAD Budget process and issues (both for current and future budgets). Additionally, this period would allow the prospective Training Officer to begin and build a positive relationship with COMNAVAIRLANT/COMNAVAIRPAC TAD Shop staff; this would be a valuable asset during the prospective Training Officer's tour. An example

of where this positive relationship can be critical would be when a ship's TAD funding needs to be increased.

Defense Travel System (DTS)

The Training Officer must have a good understanding of the Defense Travel System. The Defense Travel System is used to process all funded travel orders. As a result, the Defense Travel System overlaps with the Training Officer's skill of Budget Management. The Training Officer's ability to manipulate travel, lodging, and per diem expenses to acquire the most economical value of a command's travel dollars is crucial. A keen knowledge of the Defense Travel System will allow the Training Officer to monitor all TAD dollars and voucher submissions. The latter obviously impacts on available TAD dollars.

Hence, the prospective Training Officer should spend another full day with the COMNAVAIRLANT/COMNAVAIRPAC TAD Shop to discuss issues (both positive and negatives aspects) associated with the Defense Travel System. This would include procedural issues associated with the system. Additionally, prior to the prospective Training Officer being designated the command's DTS Coordinator, he/she must complete the online training that is currently available.[26] Completing this training will assist the Training Officer and ensure he/she is focused on this major system during his/her tour. The COMNAVAIRLANT/COMNAVAIRPAC TAD shop can assist the prospective Training Officer in completing this training.

Advancement and Education

According to the AMDs for all the aircraft carriers (except the BUSH), the ESO falls under the Training Department.[27] The reason the BUSH is different is based upon how their AMD was set up during the initial funding of billets for the ship. Although the AMDs may

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reflect that the ESO is under the Training Department, several of the aircraft carriers have made the decision to place the ESO within the Admin Department. There is no written guidance as to why some ESOs are under the Training Department's control and others are under Admin Departments except that leadership for each aircraft carrier has made that decision. Within the Human Resource community, training and Education are two of the core competencies; hence an ESO should fall under the Training Department. This last statement will be argued by many since there is no written guidance but having a prospective Training Officer trained in ESO issues will allow leadership to assign ESO to the Training Department without any reservations. Additionally, many of the carriers now have a civilian on board serving as the "Ed Boss". His/her job is to counsel Sailors as well as liaison with college instructors embarked on board. Because of the duties regarding education, he/she should also report directly to the Training Officer. Thus, clearly stated, the Training Department should be the sole source for all issues regarding education (high school GED through PhD) and the Navy's enlisted advancement system (to include the coordination and administering the Navy's examination system). Appendix A provides a review of the ESO billet for the carriers.

In order to allow a Training Officer to have the skills required to effectively address advancement issues, prospective Training Officers should have included within their PCS pipeline a TEMDU stop at Naval Education and Training in Pensacola, Florida (Advancement Center). This TEMDU stop would give the prospective Training officer an insight into how the Navy's advancement and educational programs are administered. This would include procedural and guidance for both officers and enlisted personnel. At a minimum, the prospective Training Officer should have a week at Naval Education and Training Command, Pensacola, Florida (Advancement Center).

Obstacles to obtaining recommended skill sets?

In order for a prospective Training Officer to acquire the needed skill sets for the challenging assignment as an aircraft carrier Training Officer, there are a number of obstacles that will have to be addressed and resolved. Eliminating these will not be easy, but ultimately done so the Navy will benefit from having a well versed Officer ready to take the training lead on board a carrier immediately upon reporting on board.

First is funding. TEMDU stops on a prospective Training Officer's PCS pipeline will require additional PCS funding. However, to provide the aircraft carrier with the best trained Training Officers, the additional cost is critical to ensure enhanced success.

Second is timing. In order for a prospective Training Officer to have the required and recommended training incorporated in his/her PCS pipeline, the Human Resource Detailer will have to meticulously work each prospective PCS transfer Training Officers. Aligning a prospective Training Officer with all the recommended skill set stops will be a challenge; however, implementing this will pay huge dividends to the Human Resource community, the assigned aircraft carrier for the prospective Training Officer, and the Navy as a whole.

Finally, there is the perception of a Human Resource Officer within the Fleet. The key will be to make the Commanding Officers of aircraft carriers excited about his prospective Training Officer, knowing he/she is a Human Resource Officer, and that he/she will be trained and ready for the Training Officer job immediately on embarking on his/her assigned ship.

Conclusion/Way Ahead

Included within the skill set sections of this paper were recommendations for a prospective Training Officer. The following are additional recommendations regarding the Training Officer billet on board all aircraft carriers and for the training of the prospective

Training Officer:

1. Present this paper to the Carrier Readiness Team (CRT) in Norfolk, Virginia, and to the HR Community Manager in Memphis, Tennessee.

2. Identify and create a single Point of Contact (POC), referred to as the HR Carrier Liaison Officer, for training of carrier Training Officers at a location as determined by the Navy. This POC would have a complete understanding and knowledge of ESO, carrier training cycles, and the overall day-to-day operations a Training Officer faces. Additionally, this POC would be the single POC for all issues addressed by carrier Training Officers, as well as from aircraft carrier Commanding Officers and Executive Officers. This POC would ensure carrier Training Officers are fully trained prior to reporting on board.

3. Take from the recommended skills sets presented in this paper and incorporate them into a prospective Training Officer's PCS pipeline. The currently TEMDU of one week of training that a prospective Training Officer receives should be increased to a minimum of eight weeks prior to him/her reporting on board an aircraft carrier. A prospective timeline is provided as an example in Appendix F.

4. During the selection process, make it a requirement that a prospective Training Officer must have prior sea duty, either on an aircraft carrier or surface ship. Additionally, during a prospective Training Officer's PCS pipeline, he/she will be assigned to an aircraft carrier other than the one they will ultimately be assigned for familiarization to carrier shipboard life, as well as introduction to the departments on board a carrier. This TEMDU period will be for a minimum of two weeks.

5. Develop a prospective Training Officer Personal Qualification Standard (PQS) that must be completed and signed off during the prospective Training Officer's PCS training

pipeline. The final signature would be signed off by the carrier HR Liaison Officer. A copy of the PQS qualification sheet would be retained by the HR Carrier Liaison Officer and a copy would be electronically forwarded to the Executive Officer of the aircraft carrier that the prospective Training Officer will be reporting. As stated above, this HR Carrier Liaison Officer would be a new billet and the location for him/her would be determined by the Navy.

The Training Officer job on board an aircraft carrier will be the most challenging assignment given to a Human Resource Officer. In order to immediately earn the respect of his/her fellow department heads to include embarked carrier airwing, as well as the crew itself, the prospective Training Officer needs to be ready to "hit the deck plates" the moment he/she reports on board. Taking several months to learn and re-familiarize themselves with certain skill set areas after reporting for duty is not the way to achieve this. The key to success for a prospective Training Officer is for him/her to be ready to perform his/her duties immediately. Thus a Commanding Officer and Executive Officer must be excited about a highly trained Human Resource Officer coming on board ready to train and education his/her crew. The prospective Training Officer, the Human Resource community, the aircraft carrier assigned, and the Navy as a whole will be better off if in all instances this is and will be the case.

[1] Commander, Naval Air Forces, "Aircraft Carrier Training and Readiness Manual", 3500.20B, 14 February 08, 2-4. The Training Officer ensures all the Departments are providing training and incorporated with the ship's overall training plan.

[2] The manning profile for the BUSH is reflected differently from the other carriers as a result of their billets being assigned differently during the creation of the ship's Activity Manning Document. Additionally, FLTMPS does not currently (as of 10 February 2010) reflect the manning for CVN 78 (the next carrier to be built).

[3] Commander, Naval Air Forces, "Aircraft Carrier Training and Readiness Manual", 3500.20B, 14 February 08. The numerous duties of the Training Officer are addressed within several chapters of this instruction.

[4] Victoria Neufeldt and Andrew N. Sparks, "Webster's New World Dictionary", Warner Books (1990), 552.

[5] Captain T. Williams email message to author, 16 September 2009.

[6] Captain D. Mewbourne email message to author, 24 December 2009.

[7] LCDR Cheryl D'Andrea email message to author, 2 November 2009.

[8] Naval and Occupational Standards Introduction, http://npc.navy.mil/ReferenceLibrary/NECOS/NECOSVol1/Introducation.htmoduction.htm

[9] Navy Manpower Analysis Center (NAVMAC), http://web.nps.navy.mil/~kishore/mpt/requirements.playher.navmac.htm.

[10] Although this is not a blanket problem, as a prior Training Officer, this was an issue that I had to keep appraised to during the course of NEC/school management.

[11] Center for Personnel and Professional Development (CPPD), http//www.netc.navy.mil/centers/cppd/

[12] Commander, Naval Air Forces, "Aircraft Carrier Training and Readiness Manual, 14 February 08, 3-8 to 3-9

[13] Commander, Naval Air Forces, Aircraft Carrier Training and Readiness Manual, 14 February 08, 3-10

[14] Each carrier has an Admiral assigned as the Strike Group Commander. The Admiral has the carrier, airwing, cruisers, destroyers, submarines and other support ships under his control. During the course of accomplishing several Fleet exercises, the Training Officer would coordinate with the Strike Group if a destroyer for example is required as part of the exercise.

[15] Fleet Training, Management and Planning System (FLTMPS), http://ntmpsweb.NTMPS.navy.mil/FLTMPS/. The 30-legacy refers to all the databases used to store data (e.g. awards, NECs that a Sailors has earned, schools attended, career history, etc.).

[16] Mr. Loreta Jose Cables email message to author, 3 December 2009.

[17] Commander, Naval Air Forces, Aircraft Carrier Training and Readiness February Manual, 14 February 08, Appendix III (CV-SHARP).

[18] CDR Cathleen Ring, telephone conversation with author, 23 February, 2010. CDR Ring is the Officer in Charge for CV-SHARP for both the west and east coast fleets.

[19] CDR Ring telephone conversation with author, 23 February 2010.

[20] CDR Ring telephone conversation with author, 23 February 2010.

[21] Commander, Naval Air Forces, Aircraft Carrier Training and Readiness February Manual, 14 February 08, 6-1.

[22]Commander, Naval Air Forces, Aircraft Carrier Training and Readiness February Manual, 14 February 08, 6-1.

[23] Commander, Naval Air Forces, Aircraft Carrier Training and Readiness February Manual, 14 February 08, 2-7.

[24] Commander, Naval Air Forces, Aircraft Carrier Training and Readiness February Manual, 14 February 08, 2-6.

[25] Katie Hagan, telephone conversation with author, 22 July2009. Katie Hogan is the lead within the COMNAVAIRLANT TAD Shop.

[26] Hagan, telephone conversation with author, 22 July 2009.

[27] Fleet Training, Management and Planning System (FLTMPS), http://ntmpsweb.NTMPS.navy.mil/FLTMPS/FLTMPS Report, 21 December 09.

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APPENDIX A

Officer Manning for Training Department

The following is the manning per the Activity Manning Document for each of the aircraft carriers active on both the east and west coast:

Command	Requirement/Authorized
USS ENTERPRISE (CVN 65)	Training Officer (LCDR - 1200) Educational Services Officer (ENS – 6412)
USS NIMITZ (CVN 68)	Training Officer (LCDR - 1200) Educational Services Officer (ENS – 6412)
USS DWIGHT D. EISENHOWER (CVN 69)	Training Officer (LCDR - 1200) Educational Services Officer (ENS – 6412)
USS CARL VINSON (CVN 70)	Training Officer (LCDR - 1200) Educational Services Officer (ENS – 6412)
USS THEODORE ROOSEVELT (CVN 71)	Training Officer (LCDR - 1200) Educational Services Officer (ENS – 6412)
USS ABRHAM LINCOLN (CVN 72)	Training Officer (LCDR - 1200) Educational Services Officer (ENS – 6412)
USS GEORGE WASHINGTON (CVN 73)	Training Officer (LCDR - 1200) Educational Services Officer (ENS – 6412)
USS JOHN C. STENNIS (CVN 74)	Training Officer (LCDR - 1200) Educational Services Officer (ENS – 6412)
USS HARRY S. TRUMAN (CVN 75)	Training Officer (LCDR - 1200) Educational Services Officer (ENS – 6412)

USS RONALD REAGAN (CVN 76)   Training Officer (LCDR - 1200)
                                     Educational Services Officer (ENS –
                                     6412)

USS GEORGE H. W. BUSH (CVN 77)   Training Officer (LCDR -1200)
                                     (The AMD for the BUSH reflects the
                                     Training Officer under the Admin
                                     Department)

Notes:

LCDR -1200 is a Lieutenant Commander, Human Resource Officer
ENS – 6412 is an Ensign, Limited Duty Officer (Administrative) Officer

Pre-commissioning Unit Gerald R. Ford (CVN 78) is currently under construction and is
scheduled to enter the Fleet in 2015.

APPENDIX B

Enlisted Manning for Training Department

The following is the manning per the Activity Manning Document for each of the aircraft carriers active on both the east and west coast:

Command	Requirement/Authorized
USS ENTERPRISE (CVN 65)	PSC/PSC
	PS1/PS1
	PS2/PS2
	PS3/PS3
	PSSN/PSSN
USS NIMITZ (CVN 68)	PSC/PS1
	PS1/PS2
	PS2/PS3
	PS3/PSSN
	PSSN/PSSN
	PSSN/PSSN
USS DWIGHT D. EISENHOWER (CVN 69)	PSC/PS1
	PS1/PS2
	PS2/PS3
	PS3/PSSN
	PSSN/PSSN
	PSSN/PSSN
USS CARL VINSON (CVN 70)	PSC/PS1
	PS1/PS2
	PS2/PS3
	PS3/PSSN
	PSSN/PSSN
	PSSN/PSSN
USS THEODORE ROOSEVELT (CVN 71)	PSC/PS1
	PS1/PS2
	PS2/PS3
	PS3/PSSN
	PSSN/PSSN

USS ABRHAM LINCOLN (CVN 72)	PSC/PS1
	PS1/PS2
	PS2/PS3
	PS3/PSSN
	PSSN/PSSN
	PSSN/PSSN
USS GEORGE WASHINGTON (CVN 73)	PSC/PS1
	PS1/PS2
	PS2/PS3
	PS3/PSSN
	PSSN/PSSN
	PSSN/PSSN
USS JOHN C. STENNIS (CVN 74)	PSC/PS1
	PS1/PS2
	PS2/PS3
	PS3/PSSN
	PSSN/PSSN
	PSSN/PSSN
USS HARRY S. TRUMAN (CVN 75)	PSC/PS1
	PS1/PS2
	PS2/PS3
	PS3/PSSN
	PSSN/PSSN
	PSSN/PSSN
USS RONALD REAGAN (CVN 76)	PSC PSC/PS1
	PS1/PS2
	PS2/PS3
	PS3/PSSN
	PSSN/PSSN
	PSSN/PSSN
USS GEORGE H.W. BUSH (CVN 77)	The AMD for the BUSH reflects the PSs assigned to Admin Department.

Notes:
PS is Personnel Specialist
PSC is Personnel Specialist Chief
PS1 is Personnel Specialist First Class Petty Officer
PS2 is Personnel Specialist Second Class Petty Officer
PS3 is Personnel Specialist Third Class Petty Officer
PSSN is Personnel Specialist Seaman

Pre-commissioning Unit Gerald R. Ford (CVN 78) is currently under construction and is scheduled to enter the Fleet in 2015.

APPENDIX C

Attached are the career tracks for officers within the Human Resource Officer Community. These career tracks are:

- Human Resources Development (HRD)
- Human Resources General (HR)
- Human Resources Management (HRM)
- Human Resources Recruiting
- Human Resources Requirements (HRR)

Additionally, each of the career tracks have specific billets that an officer can be assigned. Although there are five separate career tracks, an officer can still shift, temporarily or permanently, from one track to another. There currently is no written guidance that locks an officer into a specific career track.

The Human Resource Total Force Milestones/Post Milestone Business Rules follow the career tracks within this appendix.

Human Resources Development (HRD) Career Track

~80%
LCDR

~70%
CDR

~50%
CAPT

| Lateral Transfer without HR Experience or Degree | Lateral Transfer with HR Experience or Degree | | Strategic Assignments, may be outside of HRD Career Track |

| GradEd or Entry-Level HR Tour* | Educ Payback Tour* (P-coded) | Dept Head Tour | LCDR Milestone*/ Post-Milestone | CDR Milestone*/ Post-Milestone | CAPT Milestone*/ Post-Milestone | ★ |
| | HR Experience Tour*(S-coded) | | Other LCDR HRD Assignments | Other CDR HRD Assignments | Other CAPT HRD Assignments | |

ENS   LTJG   LT   LCDR   CDR   CAPT   FLAG

| HR INTRODUCTORY COURSE | HR MID-LEVEL COURSE |

NPS/CivIns (Ed & Trng Mgmt)

HR Certification (within 5 years)

*Career events highlighted in blue should be tied to the HRD Career Track. Those in black may be substituted with secondary competency development tours in other Career Tracks.

JPME Phase 1 & 2 – JQO

Individual Augmentation / GWOT Support Assignment

0   2   4   6   8   10   12   14   16   18   20   22   24   26   28

Note: LTJG/LT Lateral Transfers with no Master's degree who forgo NPS and go straight into an entry-level HR job should pursue an HR-related Master's degree on their own time to maximize their chances for promotion to LCDR. If the officer promotes to LCDR w/o a Master's degree, he/she may be able to attend NPS or NWC as a Junior LCDR, but there is no guarantee. LCDR Lateral Transfers with no Master's degree may be afforded the same opportunities.

General Human Resources (HR) Career Path

Statutory Boards

~80%	~70%	~50%
LCDR	**CDR**	**CAPT**

Lateral Transfer without HR Experience or Degree	Lateral Transfer with HR Experience &/or Degree

| **DIV O** (Fleet or HR) | **DEPT HD** (Fleet or HR) | **LCDR MILESTONE** Post Milestone Billet Joint/Subspecialty Development | **CDR MILESTONE** Post Milestone Billet Joint/Major Staff | **MAJ CMD MILESTONE** Post Major Milestone Joint/HQ Staff | ★ |

Strategic Assignments, may be outside Career Track

ENS · LTJG · LT · LCDR · CDR · CAPT · FLAG

HR INTRODUCTORY COURSE	HR MID-LEVEL COURSE

NPS/Grad Ed

HR Certification (within 5 years of redesignation)

JPME Phase 1 & 2 – JQO

Individual Augmentation

0 2 4 6 8 10 12 14 16 18 20 22 24 26 2 28

Human Resources Management (HRM) Career Track

~80%
LCDR

~70%
CDR

~50%
CAPT

	Lateral Transfer without HR Experience or Degree	**Lateral Transfer with HR Experience or Degree**			**Strategic Assignments, may be outside of HRM Career Track**	

| | **NPS or Entry-Level HR Tour*** | **Educ Payback Tour* (P-coded)** | **Dept Head Tour** | **LCDR Milestone*/ Post-Milestone** | **CDR Milestone*/ Post-Milestone** | **CAPT Milestone*/ Post-Milestone** | ★ |
| | | **HR Experience Tour*(S-coded)** | | **Other LCDR HRM Assignments** | **Other CDR HRM Assignments** | **Other CAPT HRM Assignments** | |

ENS   LTJG   LT   LCDR   CDR   CAPT   FLAG
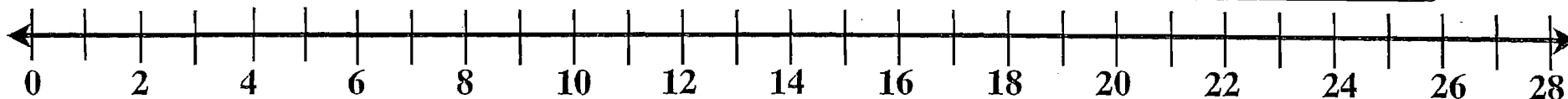
HR INTRODUCTORY COURSE	HR MID-LEVEL COURSE

NPS* (MSA, OA, HSI)

HR Certification (within 5 years)

*Career events highlighted in blue should be tied to the HRM Career Track. Those in black may be substituted with secondary competency development tours in other Career Tracks.

JPME Phase 1 & 2 -- JQO

Individual Augmentation / GWOT Support Assignment

0   2   4   6   8   10   12   14   16   18   20   22   24   26   28

Note: LTJG/LT Lateral Transfers with no Master's degree who forgo NPS and go straight into an entry-level HR job should pursue an HR-related Master's degree on their own time to maximize their chances for promotion to LCDR. If the officer promotes to LCDR w/o a Master's degree, he/she may be able to attend NPS or NWC as a Junior LCDR, but there is no guarantee. LCDR Lateral Transfers with no Master's degree may be afforded the same opportunities.
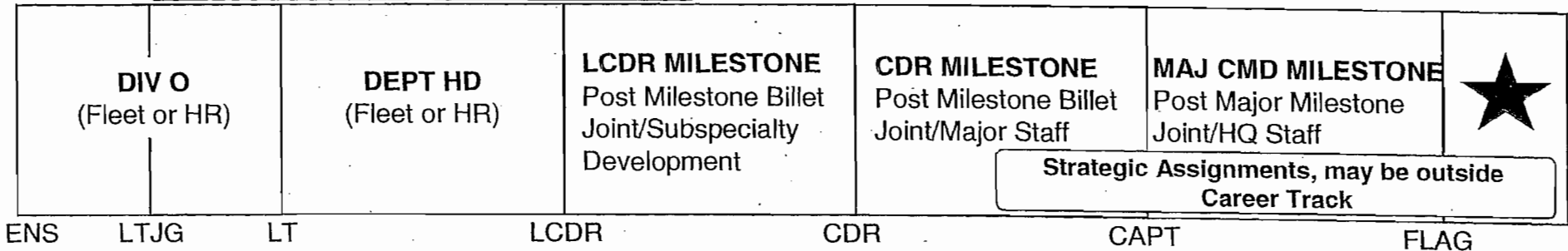
Human Resources Recruiting Career Track

~80% LCDR   ~70% CDR   ~50% CAPT

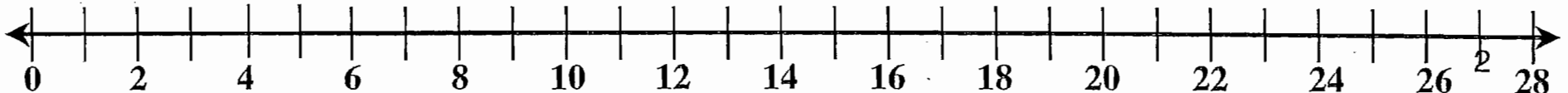| Lateral Transfer without HR Experience or Degree	Lateral Transfer with HR Experience or Degree		Strategic Assignments, may be outside of Recruiting Career Track

NPS or Entry-Level HR Tour*	Educ Payback Tour* (P-coded)	Dept Head Tour	LCDR Milestone*/ Post-Milestone	CDR Milestone*/ Post-Milestone	CAPT Milestone*/ Post-Milestone	★
	HR Experience Tour*(S-coded)		Other LCDR Recruit. Assignments	Other CDR Recruit. Assignments	Other CAPT Recruit. Assignments	

ENS   LTJG   LT   LCDR   CDR   CAPT   FLAG

HR INTRODUCTORY COURSE   HR MID-LEVEL COURSE

NPS/Grad Ed

HR Certification (within 5 years)

*Career events highlighted in blue should be tied to the HR Recruiting Career Track. Those in black may be substituted with secondary competency development tours in other Career Tracks.

JPME Phase 1 & 2 -- JQO

Individual Augmentation / GWOT Support Assignment

0   2   4   6   8   10   12   14   16   18   20   22   24   26   28

Note: LTJG/LT Lateral Transfers with no Master's degree who forgo NPS and go straight into an entry-level HR job should pursue an HR-related Master's degree on their own time to maximize their chances for promotion to LCDR. If the officer promotes to LCDR w/o a Master's degree, he/she may be able to attend NPS or NWC as a Junior LCDR, but there is no guarantee. LCDR Lateral Transfers with no Master's degree may be afforded the same opportunities.
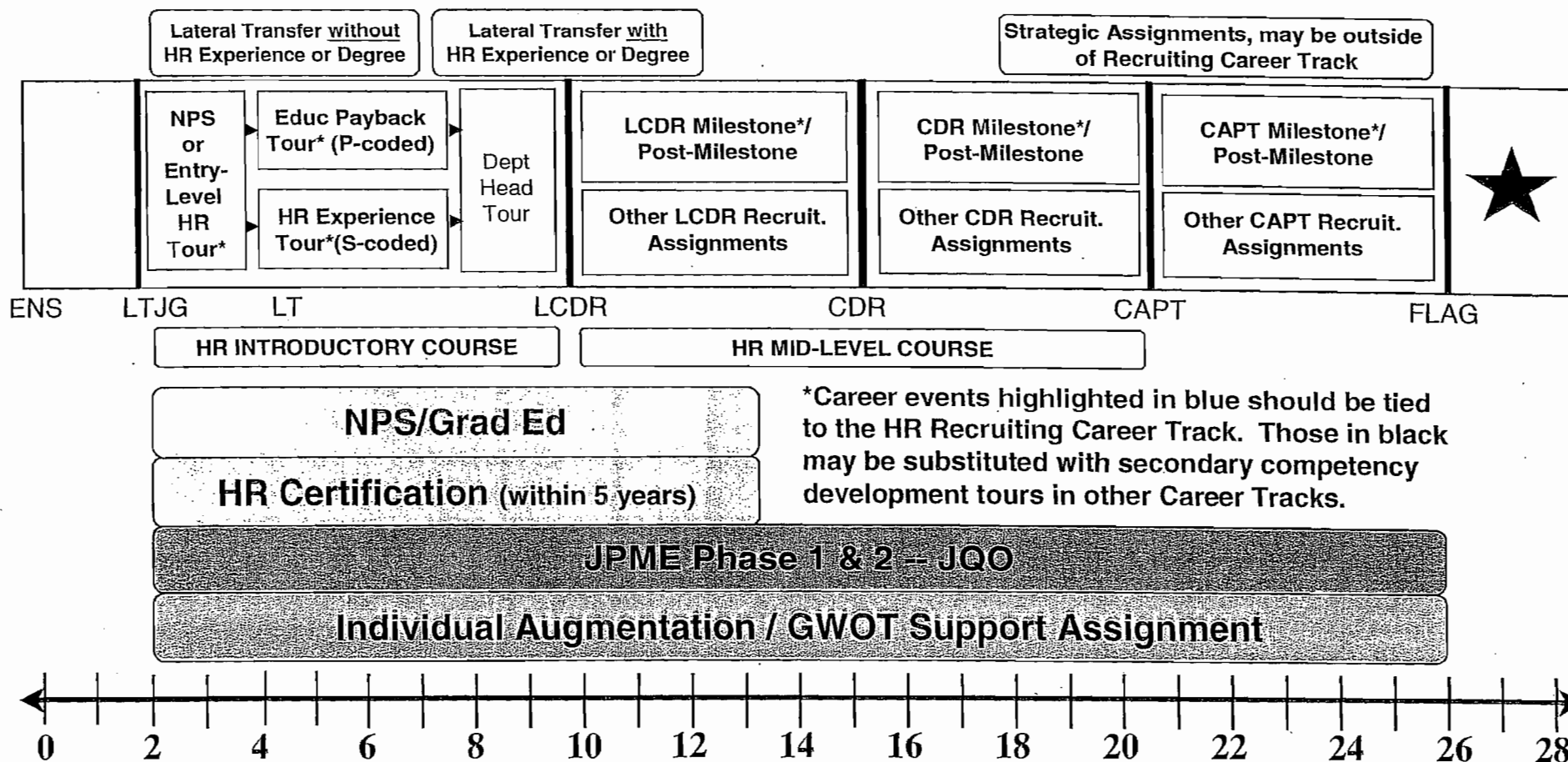
Human Resources Requirements (HRR) Career Track

~80%
LCDR

~70%
CDR

~50%
CAPT

Lateral Transfer without HR Experience or Degree	Lateral Transfer with HR Experience or Degree		Strategic Assignments, may be outside of HRR Career Track

| NPS or Entry-Level HR Tour* | Educ Payback Tour* (P-coded) | Dept Head Tour | LCDR Milestone*/ Post-Milestone | CDR Milestone*/ Post-Milestone | CAPT Milestone*/ Post-Milestone | ★ |
| | HR Experience Tour*(S-coded) | | Other LCDR HRR Assignments | Other CDR HRR Assignments | Other CAPT HRR Assignments | |

ENS   LTJG   LT   LCDR   CDR   CAPT   FLAG

HR INTRODUCTORY COURSE	HR MID-LEVEL COURSE

NPS* (MSA, OA, HSI, FM, IT)

HR Certification (within 5 years)

*Career events highlighted in blue should be tied to the HRR Career Track. Those in black may be substituted with secondary competency development tours in other Career Tracks.

JPME Phase 1 & 2 – JQO

Individual Augmentation / GWOT Support Assignment

0   2   4   6   8   10   12   14   16   18   20   22   24   26   28

Note: LTJG/LT Lateral Transfers with no Master's degree who forgo NPS and go straight into an entry-level HR job should pursue an HR-related Master's degree on their own time to maximize their chances for promotion to LCDR. If the officer promotes to LCDR w/o a Master's degree, he/she may be able to attend NPS or NWC as a Junior LCDR, but there is no guarantee. LCDR Lateral Transfers with no Master's degree may be afforded the same opportunities.
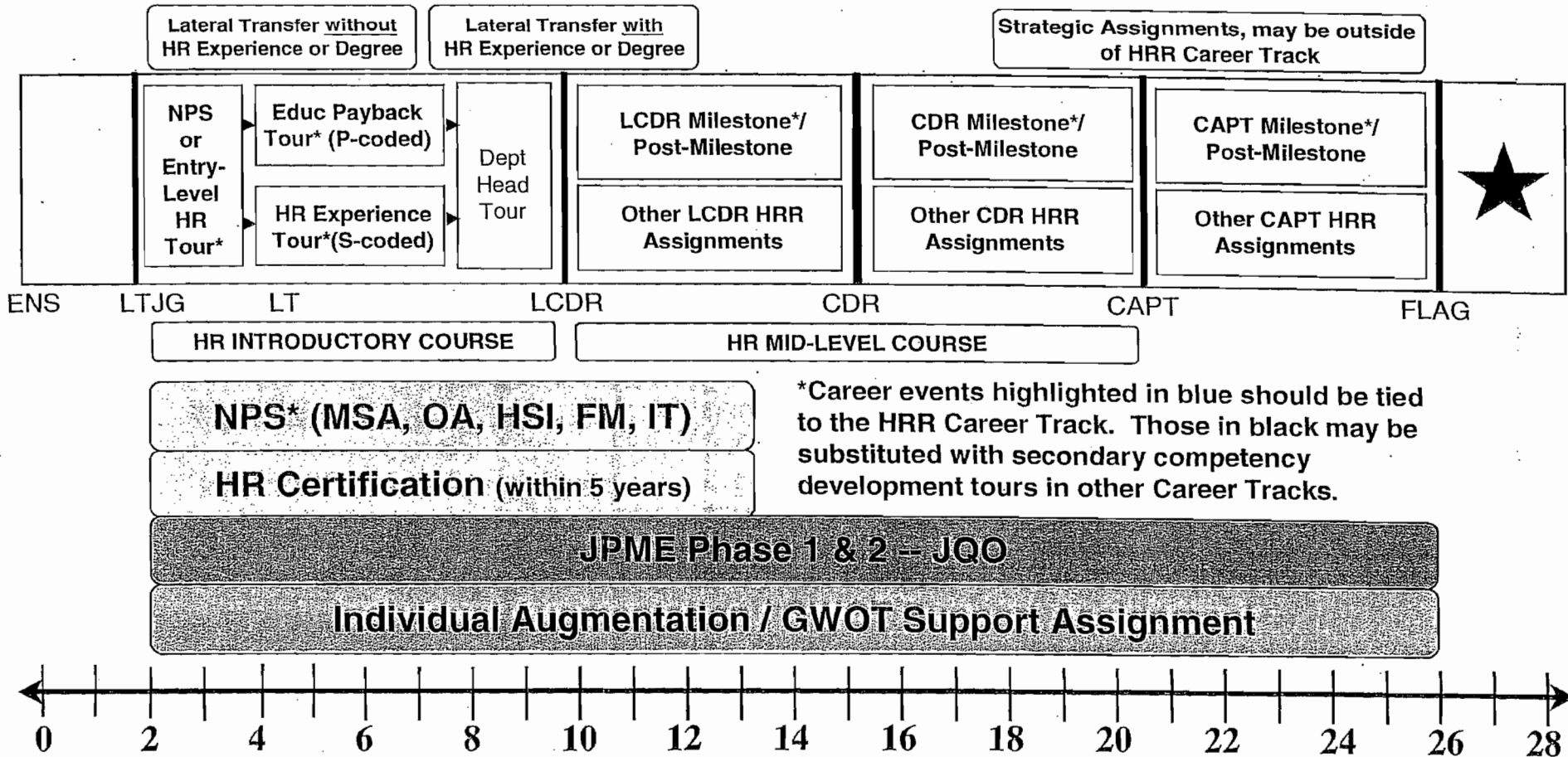
HR Total Force
Milestone/Post-Milestone Business Rules

Purpose.

The HR Total Force is integrated across all three components--Active, FTS and Selected Reserve. The purpose of the Milestone and Post-Milestone business rules is to standardize the process across all three components.

Definition.

Because there are so few HR Milestones with the title "CO" or "XO," an official list of billets designated as Milestone and Post-Milestone was established. Billets were selected as Milestone or Post-Milestones because of the nature or complexity of the work or scope of responsibility. These billets have the relative equivalency of traditional Command billets.

All Milestone and Post-Milestone billets are approved and released by the Chief of Naval Personnel (CNP) bi-annually. Additions/deletions will only be considered during this review period with the exception of billets removed as a result of decommissioned ships, civilian substitutions, unfunded billets, etc.

Milestone Selection Process.

The Milestone Screening board convenes each year in October. The function of the board is to competitively screen all eligible HR officers. Records are screened by the same panel of board members but eligible officers compete only against officers in the same component and pay grade. The board membership includes AC, FTS, and SELRES HR officers as well as one URL representative. Board members consider, without prejudice or partiality, the record of every eligible HR officer.

An officer will have three opportunities to be Milestone screened. The first look for Milestone will be the year the officer is selected for promotion to the next rank. Officers Milestone screened on their first look will go into the Milestone bank. Officers not screened will have two more looks. Milestone screened officers will remain in the bank until detailed to a Milestone billet. Those not detailed to a Milestone billet will remain in the bank and will be rescreened annually to ensure there is no adverse reason to preclude future consideration for Milestone assignment.

Officers selected as Alternates will only be assigned to a Milestone or Post-Milestone billet when there are no Milestone screened officers available. When selected to fill a Milestone or Post-Milestone billet, their status will be changed from Alternate to Milestone screened and will not be rescreened by subsequent boards. Alternates not selected to fill a Milestone or Post-Milestone billet are considered nonscreened and their records will be rescreened by subsequent boards, if they are still within consideration of their three looks.

Lateral transfers/redesignees could get up to three Milestone looks, but the number of Milestone looks for lateral transfers/redesignees will vary depending on the promotion year. The first look for Milestone will be the year the lateral transfer/redesignee is selected for promotion to the next rank. For example, officers selected to transfer into the community the same year as they are selected for promotion will result in three looks. Officers selected to transfer into the community a year after promotion will result in two looks and those selected to transfer into the community two years or more after promotion will result in only one look. All lateral transfers/redesignees will be given at least one look regardless of promotion year.

Milestone Tour Lengths.

Generally, Milestone tour lengths are 24 months (36 months for Navy Recruiting District CO/XO fleet up model). Officers assigned to Milestone billets must complete a minimum of 18 months before receiving Milestone credit. Milestone screened officers who are slated to a Milestone or Post-Milestone billet must either accept the billet or decline IAW MILPERSMAN 1301-818.

Post-Milestone tour lengths are 36 months. All HR billets on the Joint Duty Assignment List (JDAL) are considered Post-Milestone. Additionally, a minimum of 34 months in JDAL billets is required for joint credit. Officers may be assigned to a Post-Milestone billet prior to being slated to a Milestone billet, if it is a better fit. For non-Joint Post-Milestone assignments, a minimum of 24 months must be served before receiving Post-Milestone credit.

Milestone screened officers will be assigned to a Milestone billet as soon as practical to ensure that the member receives Milestone credit prior to the member's "In Zone" look for promotion to the next pay grade. It is incumbent upon the member to be flexible and willing to take the Milestone assignment when offered to accomplish this goal.

Milestone Slating Process.

A list of Milestone billets projected to be filled is prepared for each Milestone board and used to help determine the number of selects and alternates. For the Milestone Screening Boards held each October, the list will contain all Milestone billets with projected fill dates from April through March of the following FY.

All Milestone selects, upon notification of results, as well as all banked Milestone screened officers will review the billet list and provide their ranked order preference of all Milestone opportunities on the list within four weeks of official notification.

HR Detailers will, then, build the Milestone slate taking into consideration member preferences, PRDs, proposed fill dates, and member/billet subspecialties. Once the slate is built and Milestone selects have been exhausted, Alternates will be reviewed for PRD and FIT and selected to fill remaining Milestone billets. Milestone screened officers not slated will remain in the bank and be considered as openings become available and as needs dictate. On rare occasions, and only after all Milestone screened officers and alternates have been detailed, there may be a need to send anon-Milestone screened officer with the proper skill sets to a milestone billet. In these rare cases, the HR Executive Board will conduct an administrative screening and make a recommendation for approval by the HR Community Advisor. The Milestone slate will be finalized and members will be notified of their assignment to a Milestone billet or to the bank.

Once the proposed slate is approved by HR Flag leadership, members slated for Milestone Assignment will be notified of the results.

APPENDIX D

Acronyms used Within the Content of This Paper:

AMD	Activity Manning Document
ATG	Afloat Training Group
CNO	Chief of Naval Operations
CPPD	Center for Personnel and Professional Development
COMNAVAIRPAC	Commander, U.S. Naval Air Forces, Pacific
COMNAVAIRLANT	Commander, U.S. Naval Air Forces, Atlantic
COMPEX	Competitive Exercises
DOD	Department of Defense
DRRS-N	Defense Readiness Report System – Navy
DTS	Defense Travel System
EDVR	Enlisted Distribution Verification Report
EDVRMAN	Enlisted Distribution Verification Report Manual
ESO	Educational Services Officer
FEP	Final Evaluation Problem
FLTMPS	Fleet Training, Management and Planning System
FRP	Fleet Readiness Plan
FXP	Fleet Exercises
HR	Human Resource
LDO	Limited Duty Officer
NAVMAC	Navy Manpower Analysis Center
NEC	Navy Enlisted Classification
OPNAV	Chief of Naval Operations
OTA	Operational Training Accomplished
PCS	Permanent Change of Station
PERSMAR	Pre-Deployment Personnel Manning Assistance Report
SORTS	Status of Resources and Training System
TAD	Temporary Additional Duty
TSTA	Tailored Ship's Training Availability
TEMDU	Temporary Duty
TRMS	TYCOM Readiness Management System
TYCOM	Type Commander

APPENDIX E

Definition of Terms used within the Content of This Paper:

Attached to this addendum are the "Business Rules for HR Milestone/Post Milestone" taken direction from the HR section of the BUPERS Web Site.

The Carrier Readiness Team's (CRT) purpose "is to enable Naval Aviation Enterprise leaders to define and achieve aircraft carrier readiness standards and efficiently deliver them at the right time today and in the future, with definable risk."

M-Rating represents the ship's overall training readiness. The M-Rating range from M1 to M4, with M1 being the best and M4 the worst. Computation of the ship's M-Rating is based upon the timely completion of required Fleet Exercises.

APPENDIX F

Sample TEMDU Pipeline for Prospective Training Officer

1. COMNAVAIRLANT, Norfolk, Virginia or COMNAVAIRPAC, San Diego, California

TEMDU to TAD Budget Shop (COMNAVAIRLANT, Norfolk, Virginia or COMNAVAIRPAC, San Diego, California)
Skill Set: Budget Management
TEMDU Period: 1 Day
Type of Training: Briefing

TEMDU to TAD Budget Shop (COMNAVAIRLANT, Norfolk, Virginia or COMNAVAIRPAC, San Diego, California)
Skill Set: Defense Travel System
TEMDU Period: 1 Day
Type of Training: Online training as presented on the DTS Website/Briefings

TEMDU to Training Shop (COMNAVAIRLANT, Norfolk, Virginia or COMNAVAIRPAC, San Diego, California)
Skill Set: Battle "E" Competition Procedures
TEMDU Period: 1 Day
Type of Training: Briefings

TEMDU to Training Shop (COMNAVAIRLANT, Norfolk, Virginia or COMNAVAIRPAC, San Diego, California)
Skill Set: CV-SHARP
TEMDU Period: 1 Week
Type of Training: On-hands computer based training for CV-SHARP

TEMDU to Training Shop (COMNAVAIRLANT, Norfolk, Virginia or COMNAVAIRPAC, San Diego, California)
Skill Set: COMPEXs/FXPs
TEMDU Period: 1 Day
Type of Training: Briefings

TEMDU Total = one week and four days

2. Center for Personnel and Professional Development, Norfolk, Virginia/San Diego, California

TEMDU to the Center for Personnel and Professional Development, Norfolk Virginia/San Diego, California
Skill Set: School Management
TEMDU Period: 1 Day
Type of Training: Briefings

TEMDU Total = one day

3. Advancement Center, Pensacola, Florida

TEMDU to the Advancement Center, Pensacola, Florida
Skill Set: Advancement/Education
TEMDU Period: 1 Week
Type of Training: Briefings

TEMDU Total = one week

4. Afloat Training Group, Norfolk, Virginia/San Diego, California

TEMDU to the Afloat Training Group, Norfolk Virginia/San Diego, California
Skill Set: TSTA/FEP familiarization
TEMDU Period: 2 Weeks
Type of Training: Briefings/Shipboard Observation

TEMDU to the Afloat Training Group, Norfolk Virginia/San Diego, California
Skill Set: FLTMPS familiarization
TEMDU Period: 1 Day
Type of Training: Briefings/On hands computer based training for FLTMPS

TEMDU Total: 2 weeks and 1 day

5. Carrier Readiness Team

TEMDU to Carrier Readiness Team, Norfolk, Virginia
Skill Set: Carrier Familiarization
TEMDU Period: 2 Weeks
Type of Training: Shipboard Observation

TEMDU Total: 2 weeks

6. Fleet Forces Command, Norfolk, Virginia

TEMDU to Training Fleet Forces Command, Norfolk, Virginia or Fleet Forces Command, San Diego, California
Skill Set: SORTS/DRRS-N
TEMDU Period: 1 Day
Type of Training: Briefings

TEMDU Total: 1 day

7. NAVMAC, Memphis, Tennessee

TEMDU to NAVMAC, Memphis, Tennessee
Skill Set: NEC Management
TEMDU Period: 1 Week
Type of Training: Briefings

TEMDU Total: 1 week

Notes:

- Total TEMDU for completing all TEMDU assignments: 8 weeks.
- Within the scope of this paper, cost (per diem, travel, course creation) were not computed.

APPENDIX G

Power Point Brief for Defense of Paper:

Building an Aircraft Carrier Training Officer
(What Skill Sets Are Needed?)

Submitted in partial fulfillment of the requirement for
the degree of

Master of Military Studies

Lieutenant Commander Grover N. Craft, Jr.

U.S. Navy

AY 09-10

MMS Defense

- Brief History and Description of Training Officer billet
- Expectation of Fleet Leadership
- Skill Sets
  - NEC Management
  - School Management
  - TSTA/FEP
  - FLTMPS
  - CV-CHARP
  - COMPEXs and FXPs

MMS Defense

- Skill Sets cont'd
  - Battle "E" Competition
  - SORTS (Training Portion)
  - TAD Budget
  - Defense Travel System
  - Advancement and Education
- Obstacles
- Conclusion Way Ahead

Questions?